NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE

bulletin

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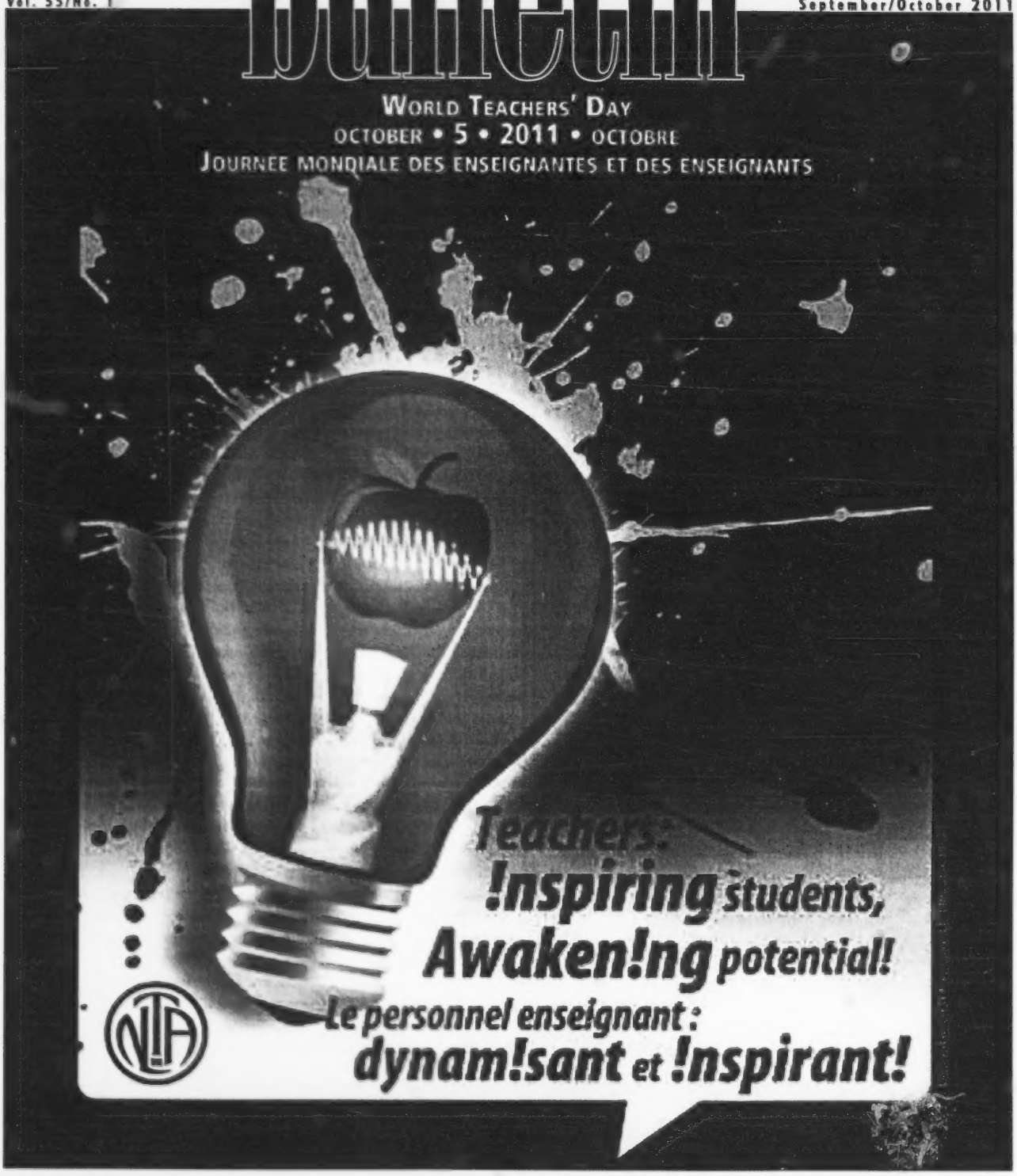
WORLD TEACHERS' DAY

OCTOBER • 5 • 2011 • OCTOBRE

JOURNEE MONDIALE DES ENSEIGNANTES ET DES ENSEIGNANTS



Up Front from the President

As I compose this *Up Front*, I am reminded that history is being made, as I am the first President who had the opportunity to run for two consecutive terms and be re-elected by province-wide vote. I am honoured and humbled to be representing and working on behalf of the teachers of Newfoundland and Labrador.

Fall is upon us once again. We all enjoy the carefree days of summer and certainly need that time to recharge our batteries, refresh ourselves and take that much deserved time to focus on what is important. But we also look forward to starting the new school year with enthusiasm, energy, and the excitement that a new class and/or new school brings. Teaching is a very demanding profession that brings many rewards that cannot be adequately measured, but it can also be challenging and stressful. As you look ahead to the demands of this school year, the one element that cannot be put second is you. You need to put parameters around your work/life balance to ensure that you are the best you can be in order to model, encourage, nurture and develop the students in your care. You need to remain strong, happy, and healthy in this ever changing and challenging profession.

This past July I had the opportunity to attend The Sixth Education International World Congress in Cape Town, South Africa. There were delegates from 300 countries and 400 member organizations gathered in one place to examine the challenges facing education around the world. I was thrilled to be one of those delegates. I was struck by the enormity of the congress with over 2,000 educators in one room. As I interacted with these educators the one theme that rang through, besides how fortunate I was to live and teach in Canada, was the cry from the developing nations that the best anti-poverty strategy is education and that education will be the greatest equalizer of the conditions of man.

The congress was opened by El President Susan Hopgood who took a moment to honour South Africa's most recognizable and important political activist: "We cannot open this congress in South Africa without remembering the enormous debt that we owe to President Nelson Mandela for what he has taught us all about the struggle for freedom and respect for human rights. At a time when public education is under unprecedented attack, teacher unions' defence of every child's right to quality public education is ever more crucial."

We must continue to improve our own education system for teachers and the students we teach. We must continue to ensure that our education system is one of the best in the world and that it is promoted and supported by all. But on a global scale our issues are not as significant as those in the developing world. We can express ourselves without fear of death from stoning; we can have membership in a teachers' organization without fear of imprisonment; we can teach girls without severe punishment; students can go to school in a safe environment without fear of being raped or tortured. In Canada, education is a right, not a privilege. Through our efforts the students that we teach will realize the world should place more value on the common good of humanity. As Nelson Mandela stated, "It is in our hands to make it better."

While in South Africa I was told that due to cancer Jack Layton had stepped down as Leader of the New Democratic Party. Since I was out of the country I did not see his address to the nation or realize the magnitude of his illness. I was totally shocked to hear that on August 22 Jack Layton had passed away. Like many others, I experienced an overwhelming sense of loss and once again questioned the unfairness of life. As the days progressed and as I listened and chatted with people, there was a consensus that we had lost a phenomenal man, a great politician, and that something had changed in Canada. The overpowering demonstration and the chalk tributes to Layton on the walls of Toronto City Hall were heartbreaking and also heartwarming. Like many across this country, I watched his funeral and listened intently to Stephen Lewis' eulogy and Rev. Brent Hawkes' homily. Jack Layton's death is a great loss to Canada and the world, but his words live on: "My friends, love is better than anger. Hope is better than fear. Optimism is better than despair. So let us be loving, hopeful and optimistic. And we'll change the world."

As we embark on another school year let us remember Layton's words of encouragement, especially when our situations become so challenging that we often forget our direction or lose faith in the system. As Rev. Hawkes remarked, "...Yes, in life there will be disappointments. Yes, in life we will have death of those close to us. And it's about how we face those situations, those disappointments and how we get back up and where we go from there." Hopefully, when life gets tough we can find sanctuary in these words.

I know that the students of this province are in fabulous stead because of the dedication, strength, compassion and enthusiasm of our teachers. As we progress through this school year let the influences of Jack Layton and Nelson Mandela remind us of our place in the world and the responsibility for making it better for all.

Lily B.

the bulletin

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Newfoundland and Labrador Teachers' Association
APOLOGY

Recently the NLTA circulated an email entitled **Feedback on Implementation of the New Inclusion Model** *to our members for input and feedback.*

The document circulated was a compilation of quotes and comments made by individual teachers during focus group sessions on the Inclusive Education Initiative. In one of the comments made by an individual teacher, the name of another member of our Association was mentioned and the name was inadvertently printed in the document. The individual named was not given the opportunity to clarify or respond to the comments before the document was sent out. The NLTA acknowledges that it was inappropriate and a mistake to include a teacher's name in this manner. No individual names should have been part of the discussion or document provided to teachers.

A personal apology has been provided to the individual affected. The NLTA is taking this opportunity to extend a public apology to the individual member and to assure all NLTA members of our commitment to confidentiality and ethical practice.

PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

ST. JOHN'S

Aging students in a day!

As part of an ArtsSmarts project on patterns, Grade 6 students at Larkhall Academy in St. John's worked with Make-up Artist Terri Andrews on June 13 to study the effects of aging patterns on the human body. After learning about the effects that sun damage and smoking have on our skin, the students used stage make-up to transform their partners into septuagenarians. They later worked with latex and make-up to create other special effects.

Larkhall Academy would like to thank the Newfoundland and Labrador Arts Council and the Department of Education for funding these amazing artistic adventures.

Pictured (l-r): Cameron Pelley, Ron Parrett (Principal), and Morgan O'Connor

Lights...Camera...Action...Learn!

Eleven students from Holy Heart High School in St. John's took a week of their summer holidays to become immersed in the exciting world of filmmaking. Jeanne O'Brien, an English and Film Studies teacher at the school, initiated the course in response to the growing interest in film and filmmaking by students.

"Most of the participating students have taken or plan to take Novel Cinema 3221, a film studies course offered at Holy Heart," said Ms. O'Brien. "Others are already experienced in the art, either though participating in previous film camps or through their work as actors, directors, writers, and film festival volunteers."

The Freeze Frame filmmaking course was taught by Roger Maunder, an experienced filmmaker and instructor at the Newfoundland Independent Filmmakers' Cooperative (NIFCO). NIFCO adapted their first-time filmmakers course to meet the needs of these high school students.

The July 2011 Freeze Frame film class (l-r): Alex Traka, Jenny Stirling, Chris Bussey, Robyn Penney, Julia Kennedy, Mike Lynch, Jordan Steinhauer, Peter Roth, Molly Graham, Zara Matthews, Roger Maunder and Lucy Bonia.
Photo by Joanne O'Brien

The fun and participatory course allowed students to produce a movie the old-fashioned way, using film cameras rather than digital video cameras. Students gained skills in script writing, directing, cinematography, lighting, sound, editing and acting; each student had an opportunity to try out several of these roles.

"NIFCO has been a tremendous resource for Holy Heart students and teachers over the years – we are lucky indeed to have them in our neighbourhood," said Ms. O'Brien. "Creative partnerships like this one enrich film studies at Heart in profound and meaningful ways, and we look forward to partnering with them again on future projects."

In addition to gaining fundamental skills in filmmaking, and learning how a camera informs and shapes a story, the course was an excellent lesson in problem solving and creativity as students learned to scout locations, develop a script together, and cooperate on producing a film.

The product of the workshop is a short film entitled *Unwanted*; it's a scary movie with a sense of humour that features stellar acting and top-notch production values. The film will be posted on the Holy Heart website this autumn.

Holy Heart, which is known for its excellence in arts education, has made film studies a significant aspect of curricular and extracurricular programming. Exposure to film studies at Heart has led graduates of the school into further education and careers in the film industry.

STEPHENVILLE

High school students receive 2011 Arts and Letters Awards

Four Stephenville High School students were awarded $250 each for their literary/musical compositions at the 2011 Arts and Letters Awards Program (Junior Division). Scotty Hann received the award for his musical composition, and Kyle Barron, Kelsye Benoit and George Power each received the award for their poetry submissions.

The Arts and Letters Awards Program, sponsored by the Department of Tourism, Culture and Recreation, encourages the creation of new works of art by both professional and non-professional artists resident in Newfoundland and Labrador by providing an opportunity to submit works for adjudication at an annual competition and by recognizing excellence through the awarding of monetary prizes and the exhibition of meritorious entries, where appropriate and feasible. Original creative work in literature, music, and visual art are eligible.

All winning entries can be heard/viewed on the Provincial Government's website at www.tcr.gov.nl.ca/tcr/artsculture/artsandletters/2011/winners_2011.html.

Pictured (l-r): Odelia Caul, classroom teacher, Scotty Hann, Kyle Barron, Kelsye Benoit, and George Power.

Stephenville High students win Law Day Photo Contest

Three Grade 9 students from Stephenville High School were big winners in the Newfoundland and Labrador Law Day Photo Contest.

The first place winner was Savannah Bennett who received a cash prize of $100. Second place, with a cash prize of $50 went to Jennee Brennan, and the third place winner of $25 was Nicole Skinner.

Pictured (l-r): Vern Lewis, Vice Principal, Nicole Skinner, 3rd place winner, Savannah Bennett, 1st place winner, Jennee Brennan, 2nd place winner, and Odelia Caul, classroom teacher.

NEWFOUNDLAND & LABRADOR

NLTA Medal winner announced

Jessica Curnew

Jessica Curnew of Bell Island has been awarded the Newfoundland and Labrador Teachers' Association Medal for the 2011 Spring Convocation at Memorial University.

Jessica graduated from Memorial University with a B.Ed in Primary/Elementary Education. While at Memorial, she worked several semesters as a MUCEP (Memorial's Undergraduate Career Experience Program) student in the Faculty's Undergraduate Office, assisting students at the reception desk. Her pleasant personality and dedicated work ethic quickly earned her the respect of staff and she was a valued asset to the office. Jessica maintained an excellent academic record and was named to the Dean's List for 2009-10.

Jessica demonstrated fine teaching in the classroom, receiving a glowing review and rating of "outstanding" from her cooperating teacher for her internship placement at St. Augustine's Elementary on Bell Island. As an intern, Jessica was very involved in her school and participated and volunteered in a host of extra-curricular activities which demonstrated enthusiasm and dedication in her teaching studies. She is currently employed as a substitute teacher at various schools within the Eastern School District.

The NLTA Medal is awarded annually to an Education student who, during his/her academic career, has made an outstanding contribution to the Faculty of Education and to the University. The recipient must be a graduating student and have a consistently good academic record in the professional courses required for the degree. The award is made by Memorial University on the recommendation of the Dean of Education.

Awards program to support province's youth announced

A new awards program will positively impact high school students in Newfoundland and Labrador. The Provincial Government, through the Research & Development Corporation (RDC), has established its Research Inspired Student Enrichment (RISE) Awards targeting Newfoundland and Labrador's top high school students.

The RISE Awards will increase students' knowledge of research-related education and career paths in science, technology, engineering, and mathematics prior to post-secondary education.

In creating the RISE Awards, RDC is investing in the early development of the future talent that research and development (R&D) stakeholders need, recognizing the importance of R&D to innovation and business growth.

Through these awards, RDC will sponsor two Newfoundland and Labrador Level II graduates to attend the highly competitive and prestigious Research Science Institute (RSI) in July 2012 in Boston, Massachusetts. The Research Science Institute is a partnership between the Center for Excellence in Education (CEE) in McLean, Virginia and the Massachusetts Institute of Technology, which offers a six-week summer enrichment program emphasizing advanced theory and research in science, technology, engineering, and mathematics.

RDC will also support other successful RISE Award applicants to attend similar high school enrichment programs in Canada including Shad Valley and Da Vinci Engineering Enrichment Program (DEEP). Shad Valley is a four-week program held across 10 Canadian university campuses, including Memorial University, which focuses on bringing science, technology, engineering and mathematics research and entrepreneurship together. DEEP is a four-week program held at the University of Toronto which offers

pre-university engineering and science enrichment and research project design opportunities.

Further details on the program will be posted on RDC's website, www.researchnl.com, and promoted within schools in late September.

The Research & Development Corporation (RDC) is a provincial Crown corporation responsible for improving Newfoundland and Labrador's R&D performance. RDC works with R&D stakeholders including business, academia and government agencies and departments. For more information about RDC, go to www.researchnl.com.

Alliance for the Control of Tobacco (ACT)

ACT (Alliance for the Control of Tobacco) is a partnership of both government and non-government organizations, dedicated to reducing the negative health, economic, and environmental effects of tobacco use in Newfoundland and Labrador. Together with its partners, ACT is responsible for developing, implementing and monitoring the Tobacco Reduction Strategy which sets out a coordinated plan for tobacco control activities in the Province.

ACT's four major goals are:

- Prevention – preventing people from starting to smoke.
- Protection – protecting people from the harmful effects of second hand smoke.
- Cessation – helping smokers quit smoking and remain smoke free.
- Denormalization – positioning smoking so that it is no longer the norm in society.

How can ACT help you? The ACT grant program can be accessed any time throughout the year to support tobacco control/reduction projects in communities and schools around the province. Please contact ACT if you have an idea for a project that connects to the Tobacco Reduction Strategy. ACT is open to discussing any project you might have in mind to determine if it is something they could assist with financially or in kind. ACT has designed the process to be as simple as possible. Please call Melissa at 709-753-0079 with any questions or to discuss your idea.

ACT is also able to provide resources such as lesson plans, brochures and pamphlets. As well, ACT may be able to assist you by offering some promotional items if your school is participating in a healthy, active, smoke-free activity.

For presentations to classes, please contact the ACT office for more information. Please go to www.actnl.com or call 709-753-0079 for more information.

Ella Manuel Award winners announced

The 2011 Ella Manuel Award ($2,500) has been awarded to Grade 12 student Mary Alliston Butt from Bay d'Espoir Academy, Milltown. She was selected from many applications received from high schools around the province. An outstanding student and a leader in school and community affairs, she is heading for a career in ecology and conservation biology.

A special Ella Manuel Award ($1,500) has also been made to Charlene McCarthy from Holy Trinity High School in Torbay. She has been a leader in her school environmental activities and will enter university to study societal and political issues that promote equality and social justice.

This is the twenty-fourth year in which the award has been given in memory of Newfoundland writer, broadcaster, peace activist and feminist Ella Manuel. The awards are made to young women graduating from high schools around the province to assist in their further education.

Teachers volunteer for Janeway Telethon

In June of each year, 40 teacher volunteers take part in the NLTA Corporate Hour during the Janeway Telethon. With the assistance of teacher/volunteer Brenda Beresford, these 40 volunteers were coordinated for the event on June 5.

These 40 teachers spent the good part of Sunday afternoon at the Janeway Child Health Centre to answer phones, take pledges and be part of the NLTA's contribution to the Telethon.

Teacher volunteers pose with host Mark Critch during the Janeway Day Telethon in June.

Each February, on or near Valentine's Day, students and teachers across the province donate money to the Janeway Child Health Centre. Teachers, students and the NLTA have generously supported this event since 1986 and the results have been quite an achievement. This past June, $27,414.98 was donated by the NLTA during the NLTA Corporate Hour. This brings our total donations to the Janeway at over $800,000.

Janeway Day in the Schools is an annual fundraising event sponsored by the NLTA. Its success, as well as that of the NLTA Corporate Hour, would not take place without the help, support and dedication of teachers. Thanks to all who fund raise during Janeway Day in the Schools and who gave up their time to participate in the Telethon.

CANADA

Forum for Young Canadians

Each year, Forum for Young Canadians brings 100 students to Ottawa for a week of intensive academic adventure, immersing them in the exciting world of national politics and public affairs. Through their participation, youth gain knowledge, skills and contacts to support their involvement in communities across the country.

The program's learning objectives include: developing an understanding of the decision-making process in Canada nationally; establishing a greater connection and understanding of their country; enabling youth to have an increased sense of their Canadian Identity; allowing connections to be made between Canadian youth across the nation by increasing their awareness of similarities and differences; and developing an understanding of how to function bilingually.

Through discussions with today's national leaders and decision makers, as well as with their peers, students develop their critical thinking and active listening skills. Through simulations and role playing, Forum participants enhance their leadership skills, team building and public speaking capabilities.

Three sessions are available: November 13-18, 2011; February 26 to March 2, 2012; and March 25-30, 2012. Applications are available now at www.forum.ca. Assistance can be provided for students needing financial aid.

For further information on the Forum for Young Canadians, contact Lloyd Hobbs, National Director for Newfoundland and Labrador, at lloyd.hobbs@gmail.com.

MICHELLE DENISE MAYO, 1969-2011

On March 18, 2011 our dear friend and colleague, Michelle, passed away after a short but brave battle with cancer.

Michelle was born in Grand Falls and was the youngest of three children born to Dorothy and George Senior. Her family moved to the Burin Peninsula when she was four and it was there, following her graduation from Pearce Regional High School in 1987, that she met her soul mate and future husband Shane.

Michelle completed a Bachelor of Education (Primary) and a Bachelor of Special Education from Memorial University. She went on to teach at Sunnyside, Bay Roberts and Burin. During her career she touched many lives. Her positive and upbeat personality was felt by all as soon as she walked into a room. Whether it was laughing at a joke in the staffroom or wiping the tears of a child, Michelle was whatever you needed her to be at that moment. Her dedication and work ethic were second to none. She thoroughly enjoyed children and she had a natural ability to connect with her students.

As important as school was to Michelle, we all knew that family came first. Her devotion and love for Shane and her two girls, Emma and Beth, was the kind of stuff that you find in movies and storybooks. The "little things" that she did to make outings and gatherings special are memories that her family will cherish for a lifetime. Michelle was also a wonderful daughter, sister, aunt, sister-in-law and daughter-in-law.

Michelle will be missed by everyone who knew her. Her exuberance and zest for life was evident in her smile. She may have left us too soon but her spirit will remain with us.

To live in hearts we leave behind is not to die.
– Thomas Campbell, "Hallowed Ground"

(Submitted by Sandra Warren, Donald C. Jamieson Academy)

SHEILA POWER

The world grew a little darker on April 3, 2011 when one of its brightest rays of sunshine, Sheila Power, left this earth. Sheila passed away relatively suddenly, leaving her family deeply shocked and saddened.

Growing up on Bell Island, Sheila was the only daughter of Michael and Margaret Carroll. In 1967 she left Bell Island to attend Littledale with dreams of becoming a primary teacher. After completing her schooling she began teaching at Immaculate Conception School on Bell Island where she taught for eight years. In 1975 she moved to Dunville where she met and later married her husband Bob. Sheila continued to advance her education, earning two degrees from Memorial University of NL – Bachelor of Arts and a Bachelor of Education. In 1980, their beautiful daughter Erika was born and Sheila continued to teach at St. Anne's Academy in Dunville until she retired in June 1998.

Sheila touched the lives of many, not only through her lifelong commitment to teaching children, but through her dedication to volunteer work in her community. Intensely connected to her church community, Sheila was a cantor and choir member at St. Anne's Church, a member of St. Anne's Sodality, taught catechesis to young children and was a member of the church maintenance committee. She was involved in many other community activities including Festival of Flags. To each volunteer task, she devoted the same enthusiasm, passion and dedication – her commitment was unwavering, her support rock solid.

Sheila, along with her husband Bob, enjoyed travelling the world – from South America to Africa to Asia, Europe and Australia. As each vacation ended, Sheila immediately began planning the next adventure – living life to the very fullest. On the surface, it appeared Sheila lived a quiet, simple life. To her family, friends and community she gave much, but asked for very little in return. Her presence on earth has left a deep void, but her presence made this world a much brighter place and her light shines on in all those who knew and loved her. She was, and continues to be, one of God's very special creations.
(Submitted by Anna Power)

Article 22: The Three-Week Pay Period Gap

by STEVE BROOKS

Teachers who have come into the profession in the past six years may be surprised to learn that this coming August 2012, they will experience a three-week gap between pay periods. Teachers who have been in the system prior to 2006 (The last time the three-week gap occurred) know the importance of financially preparing for that extra week. The last pay period for the current 2011-12 school year will occur on Thursday, August 16, 2011. The first pay period of the 2012-13 school year will be Thursday, September 6, 2012.

In the 1988-90 Collective Agreement teachers agreed through collective bargaining to change the method by which they receive their pay. Prior to the 1980s, teachers were paid semi-monthly with payment made on the 15th and last day of each month. The new method of calculating payment allowed teachers to be paid bi-weekly, with the exception being those years in which there would be 27 pay periods.

Articles 22.01 and 22.02 of both the Provincial Collective Agreement and the Labrador West Collective Agreement read as follows:

22.01: Annual salary and allowances shall be paid in twenty-six (26) equal installments. In a school year in which payment in accordance with Clause 22.02 would yield twenty-seven (27) pay periods, the final pay period in August will be eliminated and each pay period in the subsequent year will occur one week earlier.

22.02: Teachers shall receive their pay cheques every second Thursday. If a holiday falls on Thursday, teachers will be paid on the last teaching day prior to that Thursday. If a holiday falls on Thursday during the months of July and August, teachers will be paid on the last banking day prior to that Thursday.

The two questions most often asked by teachers when the three-week gap occurs is why does it occur and how often will it occur?

Why?

Teachers have agreed, through collective bargaining, to have their salaries paid in 26 equal installments, as per the articles referenced above. These 26 intervals of 14 days only account for 364 days, resulting in a missing day each year and two days in a leap year. These missing days eventually accumulate on the calendar, creating a year in which there would be 27 pay periods. Rather than having a teacher's salary divided into 27 equal pay periods in those years, resulting in a net loss in bi-weekly pay of approximately 3.7 percent, it was considered better to negotiate an alternative. The alternative was that the final pay period in August would be eliminated and that each pay period for the subsequent school year would be advanced one week earlier. This has resulted in the situation where teachers actually begin receiving payment prior to the first day of classes in some school years.

How Often?

In a regular 365 day year, the first pay period in September occurs one day earlier each year. This means that it would normally take seven years for the 27 pay period situation to repeat itself. However, when we consider the impact of a leap year every four years, it means that the cycle repeats itself every five or six years depending on when the leap year occurs. The next time the cycle will repeat itself will be August 2017.

Over the years teachers have repeatedly expressed concerns about the inconvenience and hardship the three-week gap creates. Through the years attempts have been made to make changes to Article 22 through the collective bargaining process. To date, these efforts have not resulted in changes to the current provisions.

Steve Brooks is an Administrative Officer in the Benefits and Economic Services Division of the NLTA.

2011 Pre-Retirement Seminar

REGISTRATION FORM

Name

Home Address

Postal Code

Home Telephone

Social Insurance Number

School Name

School Telephone

Email

Please check which session you will be attending:

CANCELLED

- ☐ **Oct. 12-13** – Hotel Gander, Gander
- ☐ **Oct. 20-21** – Holiday Inn, Stephenville
- ☐ **Oct. 27-28** – Mt. Peyton, Grand Falls-Windsor
- ☐ **Nov. 17-18** – Greenwood Inn & Suites, Corner Brook
- ☐ **Nov. 24-25** – Holiday Inn, St. John's
- ☐ **Dec. 1-2** – Holiday Inn, St. John's
- ☐ **Dec. 8-9** – Holiday Inn, St. John's

Will your spouse be attending? ☐ Yes ☐ No

Name of spouse (if attending)

Earliest eligibility date for pension

Have you attended a previous pre-retirement seminar?

☐ Yes ☐ No

Note:

- Teachers within two years of retirement (on or before June 2014) are eligible to attend.
- All participants must pre-register.
- You will receive confirmation prior to seminar.
- Travel costs will be paid according to policy and only to the nearest seminar.
- Teachers are advised to bring a calculator.

Please submit registration form to:

Melanie Jaster
Benefits and Economic Services Division
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NL A1B 1W1
Fax: 709-726-4302; 1-877-711-6582 *(toll free)*

NOTE: As space is limited, registrations will be taken on a first-come, first-served basis.

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Date Received	Confirmation Sent	Information Package Sent

The Mediation Process – A Rising Tide

by JUDY BERANGER

Jack and Myrna were married for 12 years. They have two girls, age 11 and 8. They own a house with a considerable mortgage and share ownership of a cabin with Myrna's sister. Jack and Myrna are teachers. Their relationship has been very stressful for several years and it seemed like every summer they would decide to separate and then go back together "because of the kids". This summer they separated for real and sought the help of a counselor to work through their separation. The counselor suggested they also consider *family mediation*.

Joan has been a teacher for twenty years and this past year has been less able to balance home and the classroom. Joan has six siblings and she feels like an only child when it comes to caring for her 83-year-old mother. Joan had a heart-to-heart conversation with her principal who suggested as a family they consider *elder mediation*.

Mac, a high school teacher, is anxious about going back to school as he and several of his colleagues are not getting along very well. He always has the feeling that he should be "watching his back." One of the teachers, who is getting frustrated with all the negativity, suggested that all of them should consider *workplace mediation* to help move to a more productive, respectful place.

In the face of intense emotions or making important decisions, a mediator can help each person understand the other's point of view. *Mediation* is a respectful process that helps people work out their own solutions at times that are often very stressful. In mediation, every effort is made to ensure that all participants feel safe, validated and motivated. With the assistance of a mediator, goals are set and plans created to address current issues in a way that best suits the unique family/school situation. Focus is on two equally important components – resolution or understanding of the current issues and the development of skills and strategies that can prevent future conflict. Participants who come together for family, elder, or workplace mediation with an experienced mediator specializing in the field soon come to discover how much more they can do together than they ever could achieve individually.

What Kinds of Issues Can be Mediated?

Issues are as unique as the people coming to mediation. Examples include:

- issues around separation and divorce – residence of children, time sharing, decision making and other important parenting issues, child support, spousal support, marital home and division of assets and debts;
- issues around aging – retirement, health and care issues, financial issues, living arrangements, elder abuse, guardianship issues and estate matters, medical care decisions and end of life decisions; and
- workplace issues – conflicted work relationships, return to work negotiations, grievance processes.

Some of the issues involved are complicated, others are not. A variety of questions are often considered by all participants in the mediation. For example, with separation issues some of the questions may include:

- Who will the children live with and who will make the major decisions regarding them? Who will be responsible for their extra-curricular activities, etc.? How will family possessions be divided? What happens to the debts?
- Both parents want to live in the family home. Who will?
- If the children live primarily with one parent, how can the other keep in touch?
- What can be done to stretch a reduced income?

Research shows that the level and intensity of parental conflict is a very important factor in children's adjustment after separation and divorce. Parents who cooperate, after they separate, increase the chances that their children will have close relationships with both of them and cope successfully after the divorce.

What Happens in Mediation?

Each mediator will do things a little differently, depending on their personality and training, but will always promote balance and fairness for all concerned. In Jack and Myrna's case, both had already seen lawyers, and Jack had seen the mediator. When they did meet together with the mediator, the mediator went over information with them both, explained how mediation works, how the issues would be dealt with and how long it might take. The mediator did not take sides, and was not judgmental but helped participants look at the issues and the choices available to consider in resolving the challenges before them.

When all the information is presented it is possible to work together to find the best or the right answer for all concerned. That 'right' doesn't mean one party wins and others lose. The 'right' choice might be a compromise after some give-and-take. It will, however, be one that is mutually acceptable and best for all concerned, given the present situation.

Will Mediation Work for Me?

If you answer "Yes" to most of these questions, you are a good candidate for mediation.

(1) Am I willing to keep the focus on the issue (children, parents, colleagues, siblings etc.), even if that means putting feelings like disappointment, blame and anger aside?

(2) Am I willing to cooperate and compromise and do something different than I am doing right now?

(3) Am I willing to really listen to other points of view?

(4) Can I make a commitment to do what I say I will do?

(5) Do I trust the other(s) to keep their commitments; do I trust myself to honour my commitments?

(6) Do I see this process as compromise rather than winning or losing?

Mediation may not be possible if there is a history of violence and fear or if there is minimal intention of listening, stretching, being fair, compromising and being honest. In some cases, most of the issues can be resolved in mediation, but sometimes not all.

In elder mediation, the mediator decides with the participants which model/process will best fit the situation and ensures that ethical and legal concerns relating to competence and capacity are fully explored. Family members who may have been uninvolved for years are invited to become involved. Family dynamics can be quite challenging as it is not uncommon for siblings to still act out their long-established family roles as soon as they come together. Regardless of how family members think about one another, it is heart-warming to witness how many family members and close friends answer the request to participate in mediation and to provide support. Relationships are strengthened, close bonds are established, and in some situations, bonds are re-established. As one teacher put it: *This is like a miracle; I would never have believed we would all show up to participate in the mediation. I certainly would never have believed we could all share in the support to our parents in the way we are doing right now.*

Interest in mediation has increased over the past decade as trust in the competence of mediators, as well as trust in the process, has grown. As the baby boom generation ages, more teachers are finding themselves facing difficult decisions regarding how to best care for their older relatives while balancing a full time teaching career. How we deal with sick and dying parents will influence the way we ourselves grow and develop for the rest of our lives. As psychologist Frank Pitman says, "During this time we all get a chance to 'grow our souls'."

The gradual introduction of elder mediation has provided families with a safe forum in which previously taboo subjects can now be raised and discussed. An added benefit is the significant reduction of caregiver stress and the resultant improvement of quality of life for both the caregiver and care-receiver. As one caregiver asserted, "As my stress went down, and more of us were helping our parents, my ability to get back to my own life improved. I know that if anything happens with my parents now I am doing the best I can – as a family, we are doing better than we have ever done." The application of elder mediation early in the process is instrumental in heightening quality of life and particularly in building trust within the family.

Steadily people are becoming aware of, and participating in, family and elder mediation services; pilot programs are increasing and outcomes are encouraging. Employee Assistance programs are becoming more aware of mediation and recognizing its importance in the continuum of services for teachers. The future of family, elder and workplace mediation remains promising and its use will likely continue to increase as families become more aware of how to access this service.

Judy Beranger is a wellness and employee assistance coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Judy Beranger (ext. 265) or Claudette Coombs (ext. 242). Suggestions for future articles for this section are welcomed.

***Note:** All names appearing in this article are fictitious. Any resemblance to real persons, living or dead, is purely coincidental.*

ONSITE 2011
An Educational Journey to the "Land of Spirits"
Torngat Mountains National Park

by GEORGE TUCKER

To celebrate Parks Canada's Centennial, the Department of Education, Parks Canada, the Newfoundland and Labrador Teachers' Association and the Nunatsiavut Government sponsored a "once in a lifetime" professional learning summer institute for ten teachers to experience and connect with the story of the Inuit and of their homeland in Torngat Mountains National Park. As the NLTA staff officer charged with the responsibility for ONSITE, it was my privilege to accompany the fortunate group of ten teachers to the "Land of Spirits". Also along in a coordinating role were Craig White from the Department of Education and Fred Sheppard from Parks Canada. These two individuals did yeoman service in making sure that the group functioned as a well-oiled machine. Kudos too must be extended to all the staff/researchers and other guests (e.g., Shelagh Rogers of CBC fame and her film crew) at the Torngat Mountains Research Station and Base Camp, the Parks Canada Interpreters, the boat captains and crews, and especially the "Bear Monitors" who kept us safe when we left the Base Camp where we were protected by an electric fence. As was promised in the promotional material, it was indeed an opportunity of a lifetime as is evidenced by the hundreds of photos that were captured by all of us.

Torngat Mountains National Park is the newest and perhaps the most exotic member of the Parks Canada family. This arctic corner of our province is culturally and biophysically part of the circumpolar region and distinctly different from any other part of the province.

In August 2011, ten Grade 7-12 teachers actively participated in science and monitoring activities, learned about a distinctive cultural way of knowing, and heard both students and Inuit elders share their stories and experiences about living in the Inuit homeland: the "Land of Spirits". In addition, hours were spent on fishing longliner boats in often turbulent seas amongst majestic icebergs, whales, polar bears and billion-year-old mountains. Long treks over mountainous terrain to view pools of Arctic Char, lemmings, bears and a wolf heighted our senses and left us spellbound by the majesty and wonder of it all.

Participants stayed in tents at the Torngat Mountains Research Station and Base Camp which is located adjacent to the southern boundary of the park. It is operated by the Labrador Inuit Development Corporation. The base camp is a safe place to stay and acts as a gateway for excursions into the national park. For more information, visit www.torngatbasecamp.com. Note as well that Shelagh Rogers (CBC Radio) will be airing a show around Thanksgiving 2011 re her experiences in the Torngat Mountains National Park. A film documentary is planned to be released in about a year.

One of the teacher participants who eagerly

participated in the expedition was Matthew Grant (B.Sc., D.Met., B.Ed.), a French Immersion Science Teacher at MacDonald Drive Junior High School in St. John's. Matthew kept a journal of his experiences and thoughts. He wrote the following piece regarding his expedition to the "Land of Spirits" – Torngat Mountains National Park.

George Tucker is an Administrative Officer in the Professional Development Division of the NLTA.

Ten Teachers in the Torngats

by MATTHEW GRANT

Ten Teachers were sent to the Torngat Mountains National Park in the northern tip of Labrador. I was among the ten who would spend a week in the arctic. We weren't given specific objectives on what to bring back to the classroom. It was refreshing. After a year of making sure everything you do corresponds to a curriculum outcome, it was very uplifting to be given a single, simple goal: be inspired!

I knew it wouldn't be hard.

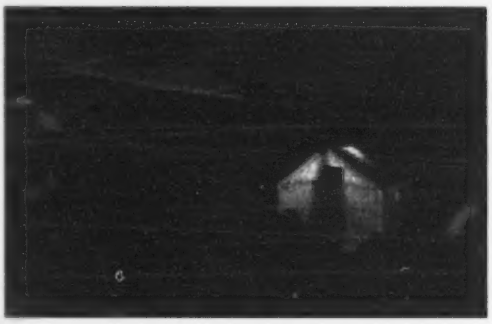
Despite the fog being so dense you could chew it, we managed to escape St. John's clutch and make it to Goose Bay, though a little behind schedule. Ten tired teachers woke the next morning to board the twin otter to fly into the Torngats.

From the flat land and thousands of nameless lakes of Goose Bay we flew north. Mountains appeared on our left, the Labrador Sea on our right. We had a quick stop on a gravel airstrip in Nain for fuel. It was self-serve. There was enough time to get a look at how familiar the local flora was: Fireweed, cotton grass, but there was a yellow flower I couldn't identify. Once the pilots finished filling the tanks, we took off again before the flies even realized we were there.

That's when things got interesting.

Icebergs quickly became a common sight. Giant rocks were scored with huge, black lines like someone had laid down humongous strips of tar. The mountains got big. Really big.

We landed on a large, paved airstrip at Saglek Bay. It was an old American radar base that's still used by NORAD today. We got out of the plane and met some of the park staff and our bear guards. From that point on, we weren't to go farther than a gun's shot away from them. We were officially in the arctic: polar bear country.



We took a boat from Saglek Bay in to our base camp in St. John's harbour. This was to be our home for the next week. We slept in cozy tents. We had hot showers. We ate good food. We were protected by a 10,000 volt fence around the perimeter of the camp. Life was good.

Our first full day we met with Laura Siegwart-Collier and James Wall, researchers studying the effects of climate change. They had made clear, plastic hexagons that sloped in at the top. They worked as a kind of green house: warming the plants inside by just a couple of degrees. With this, they could study what plants thrived in the warmer air and what didn't compared to the control group of plants outside the hexagon. With these data they could project what plants would continue to grow in the arctic as temperatures continue to increase. It was an experiment that would be very easy to set up at any school.

In the afternoon we learned about soap stone carving. Our teacher, Derrick, told us it was something he used to do as a boy to make his own toys. I was impressed with the artistic talents of the other teachers. Rae made a whale's tail. Darla made a baby in a parka. Craig made a doorstop.

The next day we took the boat out into the Labrador Sea. Our plan was to head south to a place called Hebron. Ultimately, we wouldn't get there that

day. We travelled past the Radar site we had landed at two days before. We headed into the fog where the shadows of icebergs loomed. The icebergs we did see were awe-inspiring. Unfortunately, the swells made it very hard to take pictures. In the end the captain decided the seas were too rough to make it to our intended destination. We headed back into our fjord to find a trail up to the inukshuk that appears in the tourist ads. After about three more hours on the boat we discovered that the seas were too high there too so we couldn't land. By the time we got back to camp, we had spent about nine hours on a tour boat in rough seas. By then, most of us had sworn off water travel for the rest of our lives. Too bad we'd be back on the boat the next day.

After a few card games of late night Pass the Ace and a decent night sleep, we headed deeper inside the fjord. Some of the Park crew had set up a mini-camp for us, complete with bear fence. We needed it too – we were greeted by a black bear fishing for arctic char in a nearby river. He wasn't alone either: two of his friends were heaving up berries along the steep sides of the fjord, stopping only to stick their noses in the air to pull our scents from the wind.

Our bear monitors took us on a hike to a pond. Less than a hundred metres from camp, we spotted a bear watching us from behind some bushes. The bear monitors weren't comfortable with the bear's lack of fear. Bears have a natural fear of humans. The bear monitors help ensure they keep it. They lit fireworks to scare the bear off. It worked. The bear ran away like a startled dog. If his tail was long enough it would have been between his legs.

We continued on our hike and saw graves marked by piles of lichen stained rocks. No one knew how old they were. One of the bear monitors seemed to give a small prayer as we passed by.

We forded a river to get to the pond. I was surprised to see a white sand beach. I was not surprised to see the wolf and bear tracks in the sand. Fred and Rae, being braver than I, jumped in the pond filled with arctic run off. It seemed cold.

We returned to the camp for supper. We had seal and the Park staff had made stew out of the char Gus had caught. Char is easily my favourite fish – doubly so when it's cooked minutes after being caught. After supper we crammed twelve people into a two-man tent and had a game of Pass the Ace. I went to bed with the sounds of bears metres from my tent. I had to convince myself if was Fred's snoring so I could fall asleep.

The next morning we all got into the fishing. I caught a char and a piece of seal meat that a bear must have dropped into the water. Mary, one of the Park staff, showed us how to cook the char on a rock. The boat came back for us that afternoon and we headed back to base camp to have char for supper.

Base camp was a special place. The cafeteria was a melting pot of ideas. At any meal I could have been sitting with teachers, Park staff, high school students, bear monitors, geologists, geographers, glaciologists, ornithologists, botanists, tourists, elders, ministers, construction workers, pilots, pastors or writers. There were so many ideas to absorb. It was like a Technology Education Design conference in the arctic.

The next day we braved the rough seas once again to go to Hebron. We made it there, though the contents of my stomach did not. We saw an old mission where Inuit were gathered to learn English from German missionaries. We saw the plaque with a formal apology from Danny Williams to the people who were relocated and the families that were torn apart as a result. The plaque with the acceptance of the apology sat alongside.

I felt the true weight of the experience at Hebron the next day when two Inuit Elders, Sophie and Willy, told us what it was like to grow up in the Park and what it was like to be told you aren't allowed to live in your home. There was incredible sadness in their stories but there was also forgiveness and happiness as well. I can't put into words the emotional force their stories carried. I can tell you that that is when I learned why I was there: to carry the story of the Torngats back with me and to share it with those who haven't had the fortune to go there.

So what did I learn?

I learned that the arctic isn't as barren as it might seem from a distance. I learned how resilient people can be. I learned that a nine-hour boat ride, even in the most scenic places, is too long and sometimes an amount of Gravol that could knock out a black bear isn't enough.

I've walked on millions of examples of contraction and dilation due to heat. I've climbed up rocks nearly as old as Earth itself. I've looked down on upsloping.

But those are just some things I've learned so far.

Willy told us the story of two Inuit who like to have heated arguments while playing checkers. The woman was using her son's tobacco and in the heat of another argument didn't realize her son, a hunter, had left a bullet in the bag. She took a pinch of tobacco – with a bullet – and stuffed it in her pipe. The pipe blew up leaving only the stem. Her face was black with soot.

The elder told us that everyone was very worried at first. As time passed everyone found it funny. He said it's interesting how perspectives change over time.

I can't tell you all I've learned from the Torngats because I'm still learning things from the experience. I probably always will. Like Willy said, as time goes on perspectives change and as my perspectives change I'll continue to understand my Torngats experience in new lights.

Matthew Grant is a French Immersion Science Teacher at MacDonald Drive Junior High School in St. John's.

If the article above has whetted your appetite, information re ONSITE 2012 will be available after Easter 2012. If you are interested in attending, contact George Tucker, Administrator Officer, PD Division, NLTA at gtucker@nlta.nl.ca or 709-726-3223 or 1-800-563-3599.

PROJECT OVERSEAS 2012
Teachers Teaching Teachers

Volunteer for Project Overseas with the Canadian Teachers' Federation!

Would you like to assist teachers in a developing country?
Are you interested in learning more about global education issues?
Can you see yourself volunteering in Africa, Asia, or the Caribbean?

CTF needs English and French-speaking Canadian teachers at the primary, elementary, and secondary levels who are interested in volunteering to offer in-services in a wide-range of subjects in countries throughout Africa, Asia, and the Caribbean.

Each year about 50 Canadian teachers are chosen to volunteer on CTF's Project Overseas. On PO, Canadian teachers give their time and talent to offer professional development in-service programs in partnership with teacher organizations in developing countries. Based on requests from CTF's partners overseas, teams of Canadian teachers are formed in January and in-service projects take place in July and August.

Application criteria include:

- be a member of a provincial or territorial teacher organization that supports PO
- hold a valid teachers' certificate
- have completed at least five years of teaching in Canada by July 2012
- be a Canadian citizen
- be in excellent health and able to work in developing country conditions (a doctor's letter is required)
- show evidence of flexibility, mature judgment, and a strong willingness to put the team and project needs above personal needs
- hold a Canadian passport valid until at least **December 2012**, at the time of application (proof that a passport application has been made will be accepted)

PO is a volunteer experience. Administrative, travel, and living expenses are borne by CTF, provincial and territorial teachers' organizations (which are CTF members), and CIDA. No salaries or honoraria are paid to participants in PO and the sponsors do not cover costs associated with substitute teachers or release time.

TO APPLY:
Further information and application forms are available from:
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NL A1B 1W1
Tel: 726-3223 or 1-800-563-3599
Fax: 726-4302 or 1-877-711-6582
mail@nlta.nl.ca

Deadine for applications:
November 7, 2011

INTERNATIONAL PROGRAMS
Together We Make a Difference!

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November 7, 2011

INTERNATIONAL PROGRAMS
Together We Make a Difference!

Developing Successful Schools 2011

Changing With the Profession: Guidelines for School Leaders

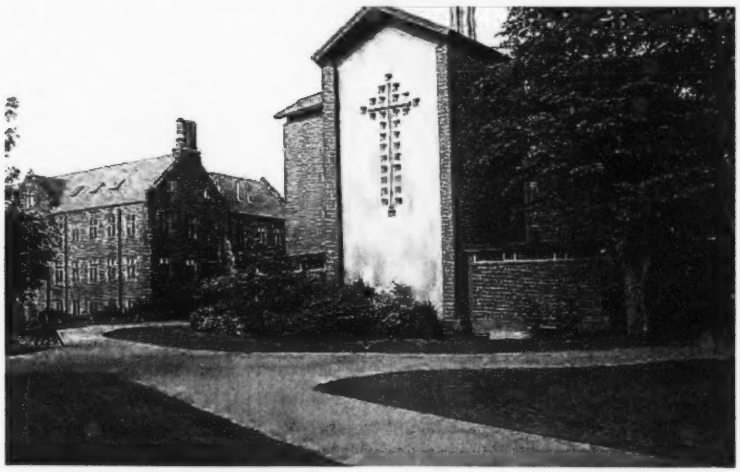
by GEORGE TUCKER

Dr. Andy Hargreaves

Once again this year, the Newfoundland and Labrador Teachers' Association partnered with the New Brunswick Department of Education, the New Brunswick Teachers' Association, the Prince Edward Island Teachers' Federation and the Nova Scotia Teachers Union to sponsor the Developing Successful Schools (DSS) 2011 Institute. The event took place at Mount Allison University in Sackville, New Brunswick on July 4-7, 2011.

Approximately sixty school administrators and teachers from the four Atlantic Provinces, including a delegation of twelve representing the Newfoundland and Labrador Teachers' Association, participated in a wonderful learning experience with internationally-renown presenter, Dr. Andy Hargreaves.

Through presentation, interaction and engagement with case materials, as well as reflection on and application to their own practice, leaders came to grips with the living principles of The Fourth Way of education change as discussed in Hargreaves co-authored book on *The Fourth Way* and in the upcoming sequel: *The Fourth Way in Motion*.



Mount Allison University, Sackville, New Brunswick.

The Institute also introduced participants to the world's leading exemplars of high performance in education (i.e., Singapore and Finland), the common principles that underpin their success, and the practices that can make the same success come alive in your school.

Delegates learned that successful and professionally inclusive change has been and can be achieved when leaders pay attention to:

- developing an inspiring and inclusive dream
- securing public engagement in change at all levels
- ensuring that what is essential for some students with disabilities is good for all students
- promoting innovation as well as improvement
- making judicious rather than capricious use of new technology
- distributing leadership widely and wisely
- building professional learning communities in which strong schools help weaker neighbours.

According to the feedback from participants, DSS 2011 was once again a very successful initiative in all areas. Planning has already begun on DSS 2012; ensure to mark your calendar to apply.

DSS is an annual event made possible through a partnership between the four Atlantic Teacher Associations (NLTA, NBTA, PEITU and NSTU) and the New Brunswick Department of Education. Information on DSS 2012 will be available in the New Year. Contact George Tucker, Staff Officer in the PD Division (NLTA) at gtucker@nlta.nl.ca if you are interested in being a participant.

Web Conferencing 101

by JIM MURPHY

Have you attended any web events? No? Well, it's never too late. Web events are fast becoming the choice of professionals due to their ease of access, the variety of topic choices and the level of engagement of participants. Yes, you can still do professional reading, still attend face-to-face sessions, still participate in professional learning communities in your school or district and you can still complete university courses. But to truly access all the potential that is out there, you need to take a closer look at the web-based opportunities and how they can enhance your professional learning plan.

Web events such as webinars and various other formats of web conferences are available practically every hour of every day. Classroom 2.0 (www.classroom20.com), a web-based educational community with nearly 60,000 members worldwide, does just that. It pushes out an email once a week to members, inviting them to participate in a myriad of web-based live and interactive sessions on a daily basis. Sign up for an account and join some of the communities, or start a group of your own. Once you sign up, you will receive regular updates on up-and-coming events. Last year, Classroom 2.0 offered a week-long online conference where global experts presided over sessions ranging from technology integration to 21st century learning; from language arts to fine arts. (As an aside, the Virtual Teacher Centre also offers a community service, so if you are looking to experiment with a virtual learning community, then request a community on the VTC.)

The level of engagement at these online sessions can vary. In a webinar, you can simply listen to the event with very little input or output. But once you are more accustomed to the medium, even webinars can be highly interactive with opportunities to post questions, offer opinions and interact with others during the session. The degree of interactivity depends to a great extent on the presenter and his or her level of comfort with the technologies being used.

The VTC, in conjunction with the various divisions of the NLTA and its other partners, will be scheduling a number of exciting Web events this year. Be sure and visit myvtc.ca and www.nlta.nl.ca for more details as we coordinate this year's sessions. In the meantime, as you review your professional learning plan for the upcoming year, be sure to include some form of web-based professional learning to help reach your goals.

Here are a few of the comments from our webinar series from last year:

- *Overall, I enjoyed the presentation and using the technology. After all day teaching I found the time frame just right.*
- *The slides, along with commentary and participants input, were great.*
- *I personally would like a direct email contact to advise/alert me to future webinars. I thought it was excellent AND super-great that I could sit at my own computer and take part! I would gladly participate again!*

Jim Murphy is Coordinator of the Virtual Teacher Centre.

Newfoundland and Labrador Association for Community Living

2011 Inclusive Education Awards

by SHERRY GAMBIN-WALSH

Inclusive Education is about how we develop our learning environments – schools, classrooms, programs and activities – so that all students learn and participate together. It is based on the firm belief that all students have value and can best learn in regular classrooms, alongside students their own age. Inclusion means that our schools help develop positive relationships and mutual respect between all students.

Botwood Memorial Academy

On April 19, Memorial Academy in Botwood was awarded with the Inclusive Education award, a national award from the Canadian Association for Community Living. Examples of inclusive practices that happen at Memorial Academy are:

- All students are assigned and attend a regular homeroom.
- Providing a late bus run three afternoons a week to allow students the opportunity to participate in organized activities.
- Hosting a breakfast program every day.
- Attempting to maximize the use of technology and assistive devices to promote independent learning.

Staff of Memorial Academy receiving their 2011 Inclusive Education Award.

- Believing and practicing that "one size does not fit all" because children do learn differently.
- Understanding that all students are the responsibility of the regular classroom but that working together is essential for the student's growth.
- Having a well-resourced literacy room to assist teachers.
- The "Stay After 3 p.m." program for teacher's professional development.
- Engaging families in the Grade 3 Quilter's Day and the Grade 4 Grandparent's Day.

Craig Pardy

On May 13, Craig Pardy, the principal for Clarenville Middle School, was awarded with the Inclusive Education award. It was very evident by the application that Mr. Pardy understands the meaning of inclusion. To turn the concept of inclusion into reality takes a tremendous amount of effort, dedication and cooperation by all staff and students, but most important, it takes a very strong leader. Mr. Craig Pardy is such a leader.

Examples of inclusive practices that happen at Clarenville Middle School, under the direction of Principal Pardy are:

- Based on the needs of the child, students are grouped with their peers.
- He constantly challenges himself and the staff to review their practices to ensure that Clarenville Middle School is doing the best that they can for all students. The motto "Where Children Come First" is evidence of this.
- High expectations are defined relative to the individual students' capabilities and exceptionalities.
- He believes that all students can achieve and that success is their greatest motivator.
- He believes in the uniqueness of each student who attends this school.
- He has promoted the practices of Differentiated Instruction, encouraged staff to become well versed in these practices and provided teachers with professional development opportunities.

Craig Pardy, principal for Clarenville Middle School, accepts the 2011 Inclusive Education Award from Sherry Gambin-Walsh.

• He has embraced the concepts of co-teaching and creative scheduling, thus capitalizing on the skill set of individual teachers, encouraging one teacher to be very innovative when it comes to developing practical and interesting science labs. These labs are successful at broadening the students' understanding, in a hands-on way, as to how these subject areas relate to everyday life.
• Mr. Pardy is committed to the journey of Inclusive Education.

Holy Name of Mary Academy

On June 1, Holy Name of Mary Academy in Lawn was presented the Inclusive Education award.

Examples of inclusive practices at Holy Name of Mary Academy are:
• All students are given the opportunity to participate in extra-curricular activities.
• Students are supported to learn alongside their peers, in the classroom.

Sherry Gambin-Walsh presents Principal Mario Jarvis of Holy Name of Mary Academy with the 2011 Inclusive Education Award.

• Teachers are provided collaboration time during school hours to plan lessons.
• Strategies such as differentiated instruction and co-teaching are being implemented.

(*cont'd. on p.16*)

• Expectations of students are high and they are encouraged to work towards an academic program which broadens their opportunities for the future.
• Guided reading, literature circles, small group instruction, flexible instructional resource teacher scheduling, combining classes and collaboration on tasks are just some of the strategies being used here.
• Bullying presentations, classes on stereotypes, gossip-free zone posters and active learning activities such as math bowling and identity chairs have contributed to the enhancement of an inclusive school environment.

The Newfoundland and Labrador Association for Community Living, by presenting Botwood Memorial Academy, Holy Name of Mary Academy and Craig Pardy with the 2011 Inclusive Education Award believes that they will continue to make the school community a place where all are accepted and valued members.

Sherry Gambin-Walsh is Community Inclusion Coordinator with the Newfoundland and Labrador Association for Community Living.

Dr. Wayne Nesbit

Dr. Wayne Nesbit Awarded Order of Newfoundland & Labrador

Dr. Wayne Nesbit was presented with The Order of Newfoundland and Labrador on September 13 in acknowledgement of his outstanding contribution to our classrooms and our province.

To fully appreciate the transformational impact that Dr. Nesbit has had on the fabric of life in Newfoundland and Labrador, one need only consider social norms at the time of his arrival. In 1973, children with disabilities had no place within the school system. Legislation and policy did not provide services or funding for these children and few schools, if any, accepted them. Any existing services were established by charities, while families were expected to provide their own support. Parents were strongly advised to place these children in institutions such as Exxon House or the Children's Home, both of which were filled to capacity at the time. Although there had been a revolution of our health and education systems in the years following confederation, the needs of these children were still being overlooked. In 1970 two reports (*One Million Children* and *The Kendall Report*) challenged this and called for improved education and teacher training. As a result, Memorial University hired Dr. Nesbit to help establish a program in special education. The university was soon to discover that Dr. Nesbit not only brought contemporary knowledge, but a great deal of innovation, creativity and a passion for vulnerable children. On his first night in St. John's, Dr. Nesbit taught the initial course and immediately challenged our perspectives of disability while inspiring his students towards excellence. Almost forty years later he continues to inspire us.

Dr. Nesbit's work has earned accolades and awards from around the world, but his greatest pride remains the program that he first began. He has spent his entire career ensuring that children with disabilities in this province are afforded quality education by instilling new ideas and skills in their teachers and understanding in their parents. Current educational discourse now centers on accommodating learner diversity in our classrooms. Dr. Nesbit has been central to these changes, not only by directing a knowledge shift and showing us different ways of caring, but by becoming an active member of our community.

While Dr. Nesbit has enjoyed international prestige, he remains remarkably humble about his influence on our province. Those who knew the situation before his arrival have no doubts about his impact. Parents who struggled alone to care for their children understand this. Children who now enjoy quality education understand this. The countless educators who were inspired by his passion and challenged by his lectures know this. Almost 40 years ago, when Dr. Nesbit began a debate on the rights of these children, he did not imagine the transformation he was initiating as he tirelessly went about his work in helping people help others. For that dedication and the lasting impact on the marginalized members of Newfoundland and Labrador society, Dr. Nesbit has been awarded the Order of Newfoundland and Labrador.

NLTA Webinars

(NEW this Fall)

Understanding Intergeneration's in Education
Wednesday, October 19th (3:30 p.m. Island time)

Description

"That person's values are seriously misguided…they don't share the same work ethic we do…they seem to be lacking communication skills...I don't know why he or she refuses to text or use Facebook...they don't seem to listen…"

"My teacher does not understand me."

Any of the above sound familiar to you? As an educator you may be wondering why some students challenge you in ways that you can't seem to define or readily resolve. Sometimes parents and educators are not on the same page. How do intergenerational values impact this communication?

This session will help you understand who the Intergeneration's are and what values define them. There will be interesting and relevant examples of intergenerational issues and how it surfaces with students in the classroom, when dealing with parents and when communicating with co-workers. There will be tips for how to work with the many intergenerational issues!

Presenter

Gail Carroll, BSW, RSW, MSc, has over 25 years' experience working in organizational development and wellness, conflict management, human resources, personality assessment, coaching, counselling and team development. Gail coaches in the Alternate Dispute Resolution Courses with the University of Windsor Law School Certificate Program. She is a member of Family Mediation Canada and is an experienced trainer and conference presenter. Gail is the President of G.M. Carroll & Associates Inc. and she is a director with the St. John's International Airport Authority Board of Directors representing the City of St. John's.

Bullying Prevention and Intervention Program
Wednesday, October 26th (3:30 p.m. Island time)

Description

Interested in implementing a district-wide bullying prevention and intervention program? Looking for concrete action to combat bullying? School District 2 in Moncton, New Brunswick has developed a new strategy to help kids who bully learn to change their ways. School District 2 is the largest school district in New Brunswick serving over 16,000 students in 38 schools and in 2009 developed and implemented a district-wide bullying prevention and intervention program.

Presenter Anne Bernard-Bourgeois, Professional Development Learning Specialist with School District 2, will discuss the step-by-step plan of how this program was developed, including the establishment and roles of a district steering committee, school-based adult and student committees, and policy implementation.

Presenter

Anne Bernard-Bourgeois has worked as an educator for the past 18 years and has acquired experience as a teacher, counsellor, administrator, teacher mentor and Learning Specialist. She currently works in School District 2 in Moncton, New Brunswick.

This webinar is brought to you by the Canadian Education Network (CEN) in partnership with the Atlantic Canada Connected Community (ACCC), the Newfoundland and Labrador Teachers' Association (NLTA), and the Newfoundland and Labrador Virtual Teacher Centre (VTC).

Go to www.nlta.nl.ca to register.
Drop back later for an updated schedule of other exciting and informative NLTA Webinars.
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Shades of Grey

Why Some Cyberbullying Interventions Don't Work

by MATTHEW JOHNSON

Over the last few years, increased attention to cyberbullying and online harassment has made it clear that youth are most at risk from each other online. Most efforts to address the issue, however, have been unsuccessful. Why?

Many of the current cyberbullying interventions take the form of public awareness campaigns that simply tell youth not to be cyberbullies. Not only is this ineffective – a 2008 study showed that interventions of this type failed to change bullying behaviour – but this top-down approach may well make things worse by reducing the content to a simplistic "just say no" message, allowing youth to simply tune it out as they generally do when adults talk at them.

Another communication issue is that the term "cyberbullying" has little meaning to youth. As danah boyd of the Berkman Center for Internet and Society has noted, what adults may describe as cyberbullying, youth are more likely to describe as getting into fights, "starting something" or simply "drama." As a result, interventions that focus on "cyberbullying" are bound to fail. It's not just youth that define bullying too narrowly, though: it's becoming clear that different cases of cyberbullying do not resemble the "classic" bullying scenario – and that, in many cases, the different participants may have quite different views of whether or not bullying is going on.

A dramatic example of this is the Web site *Formspring*, a site that allows users to send each other anonymous questions. Not surprisingly, when teenagers got hold of it the questions often became abusive, from leading questions about others to simple harassment. Not only were teens using the site to bully each other, but it's been discovered that many of these abusive questions are written by the same people who respond to them. danah boyd suggests a number of possible explanations for this: that it may be a cry for help, a desire to look cool (by making it look as though people are jealous of you) or to get friends to rally around you. Another possibility is that it's done to pre-empt bullying by others, to show that you're a "good sport": according to a recent study, one-third of youth respond to bullying by making a joke about it and three-quarters pretended it didn't bother them. Finally, this may be a perverse result of the media attention recently paid to cyberbullying: because of the black-and-white way in which bullying is portrayed, making yourself seem like a victim places you firmly on the high ground.

All of those possible reasons relate, in some way or another, to power and status, and they demonstrate just how much more complicated any form of bullying is than the simple "bully and victim" narrative: it's not at all uncommon for someone to be the aggressor in one relationship and the target in another, or for those who are being bullied to try to retaliate against their harassers. But power and status make a huge difference in how bullying is experienced: high-status youth tend to have more developed "social intelligence," which means that they are able to leverage social structures to their advantage. In classroom bullying, for instance, high-status youth often keep their bullying "under the radar" until the target retaliates – at which point the target is usually the one who is punished.

This shows the folly of "zero tolerance" approaches to cyberbullying: there are simply too many different factors for one size to fit all. At the same time, we are failing our children if we simply throw up our hands and say "kids will be kids" or "there will always be bullying." While it's unlikely that bullying will ever be stamped out entirely, many of the factors that make it more common or severe can be addressed. For parents, the most important strategy in preventing cyberbullying is to address it before it happens by encouraging our children to talk to us about anything disturbing that happens online and reassuring them that we will not overreact.

(One study reported that many victims chose not to report cyberbullying because they feared losing their Internet access.) For schools, the highest priority is the development of empathy. A Canadian program, Roots of Empathy, has had success developing empathy in children between kindergarten and Grade 7 by bringing infants into classrooms and inviting students to try to see the world from the baby's perspective. The flipside of developing empathy is creating a culture where bullying is not seen as the norm – or rather, where *not bullying* is seen as the norm. When middle schools in New Jersey found that students overestimated how common a variety of bullying behaviours were, they created a series of posters that showed the actual frequency of these behaviours: as a result, students came to feel that not bullying was a part of their shared social norms. As with Roots of Empathy, this intervention is successful in part because it is done early, before problematic behaviours have had a chance to become ingrained – and before children learn to tune out what we say.

Matthew Johnson is Director of Education, Media Awareness Network.

Media Literacy Week 2011: Digital Citizenship

Adults may feel that their kids know more about the digital world than they do, but while creating blogs, downloading apps and socializing online seems second nature to youth, they don't always think critically about what they're doing. They don't necessarily know how they can use these tools to affect positive changes in their lives, in their communities and on a global scale.

Under the theme *Digital Citizenship*, Media Literacy Week (November 7-11, 2011) encourages parents, teachers and community leaders across Canada to join together to help youth explore the many opportunities digital media offer for advocacy, creative expression and civic engagement. The week is also a time to remind young people of their rights and responsibilities as digital citizens.

Since 2006, the Canadian Teachers' Federation and Media Awareness Network have been hosting Media Literacy Week to promote media and digital literacy as key components in the education of young people. While the theme may change each year, the goal remains the same – to help young people develop the critical thinking skills necessary for active and informed engagement with media.

Each year ministries of education, teacher associations, NGOs, community and youth-based organizations, and individuals across Canada plan media literacy activities in recognition of the week. Successful activities from last year's week, which focused on media and gender representation, included:

- a series of free workshops on gender and media literacy for schools and community groups hosted by Montreal's Atwater Digital Literacy Project;
- a Manitoba-wide project that had students discussing gender stereotypes and challenging the media to create more realistic portrayals of men and women;
- a screening of films produced by students from the Digital Film Communication course at Crofton House School;
- a media literacy conference hosted by the Ontario Institute for Studies in Education;
- a discussion of girls and video games with female secondary students and women from Vancouver's video game industry; and
- media literacy workshops at Nouvelle Querbes Elementary School and Joseph-François Perrault High School hosted by a Montreal-area educator.

The Media Literacy Week web site is a great place to start if you are interested in participating in an activity in your community or would like to organize one yourself ((www.medialiteracyweek.ca). For a list of events associated with the week, check out the *Events Calendar* page. If you are interested in doing an activity but don't quite know where to start, the *Ideas for Activities* page is a great jumping off point.

As adults, we have a huge role to play in providing the mentorship and support youth need to understand the responsibilities of participation and citizenship in all the communities they inhabit. They need to see themselves as agents of change with the power to positively influence and shape digital culture. Media Literacy Week 2011 provides a focal point for young people to think and talk about how digital tools can be harnessed for e-citizenship.

Establishing Healthy Habits

by JULIEANNE FOSS

As teachers know, returning to school in the fall means establishing a classroom routine for their students to follow throughout the school year, as establishing learned behaviours means less disruption in the classroom and more opportunity to learn. Just as class time benefits from the establishment of routines, so does healthy eating. Consistently providing a nutritious meal before the start of the school day will not only promote the importance of a healthy breakfast, but also become a learned behaviour that the student will carry with him/her through life.

The benefits of a healthy breakfast have been well documented. A healthy breakfast ensures that students get the nutrients they need to be energized and focused throughout the day. Without this focus, many students find it difficult to perform tasks, including test-taking and absorbing new information. In addition, when a student skips breakfast the whole classroom may be affected, as it can lead to class disruption, student absence, and bad behaviour. Thus, student nutrition can be just as important in establishing a positive classroom dynamic as any routine a teacher may implement. However, many students find it difficult to make time for breakfast in the morning and often when breakfast is eaten less nutritious options are chosen for the sake of convenience.

So how can you establish a healthy eating routine for your class?

Eating is a socially learned behaviour that is often influenced by education and services at school; thus, serving healthy meals or snacks in an academic setting is very important in establishing a healthy eating routine for students, which will influence their food decisions in the future. Kids Eat Smart Foundation supports nutrition programs, called Kids Eat Smart Clubs, operated in schools and community centres across Newfoundland and Labrador. Of the 210 Kids Eat Smart Clubs currently operating throughout the province, 197 are run in schools, ensuring nutritious breakfasts, snacks, or lunches are available to more than 53,000 children in the province on a given school day.

"Making sure that students are well-nourished helps give them the focus they need to reach their academic potential," says Daphne LeDrew, Executive Director, Kids Eat Smart Foundation, "and Kids Eat Smart Clubs are a convenient way of establishing a routine of healthy eating, which will have a positive impact throughout the school year." So if you want to ensure that your students are starting their day off right with healthy habits that will last a lifetime, start a Kids Eat Smart Club at your school. If your school already has a Kids Eat Smart Club, take time to volunteer and be a part of establishing good eating habits in your students.

Kids Eat Smart Foundation also promotes the important linkage of education with nutrition and physical activity, evidenced in the annual Kids Eat Smart Province-Wide Walk to Breakfast. This fall, Walk to Breakfast will take place on Friday, October 21, capping off Kids Eat Smart Week, a time to raise awareness and funds for Clubs, as well as promote the importance of child nutrition.

For more information about Kids Eat Smart Foundation or to start a Kids Eat Smart Club at your school, visit www.kidseatsmart.ca or contact us at 1-877-722-1996 or meals@kidseatsmart.ca.

Julieanne Foss is Communications and Information Coordinator with the Kids Eat Smart Foundation.

NLTA Members Only Website/ Membership Cards

Have you received:
your user name and password?
your NLTA membership card?

If you are a new teacher or have not yet received your user name and password, please click "First Time Registration" on the main page of the NLTA website at www.nlta.nl.ca.

In order to receive your NLTA membership card go to www.nlta.nl.ca and click on the new membership card icon.

RESOURCES

RYAN'S WELL FOUNDATION (ryanswell.ca)

The Ryan's Well Foundation has relevant, user-friendly teacher and student resources to support various curriculum areas. Online resources are available for students of all ages on topics related to water, community development, environmental sustainability, developing youth leadership, and fundraising. Our *Youth in Action* program has online resources that bring attention to local, national and international issues related to water, sanitation and activism. A new "School Challenge" is created each year with resources and guidance provided. The school challenge is a unique opportunity for individual students, classrooms and schools to fundraise for a specific water and sanitation project while seeing first-hand the construction and completion of a specific project.

A book entitled R*yan and Jimmy and the Well in Africa that Brought Them Together* is available with accompanying lessons as well as a Ryan's Well DVD and Skype opportunities with staff members from Ryan's Well. The website also has printable downloads as well as links to video clips that support student activism initiatives.

Ryan Hreljac was a seven-year-old student when he started to learn about water issues and decided to fund raise to build a well for a small community in Uganda. Since then, the Ryan's Well Foundation has helped build over 600 wells and 820 latrines bringing safe water and improved sanitation to over 723,300 people. Ryan is a very positive role model for students to learn about character traits such as empathy, responsibility, perseverance, attitude, duty and compassion. He has a clear message – that every person on the planet deserves clean water, and that everyone can help make a difference.

Check out ryanswell.ca or contact Elisabeth Rubli, Education Coordinator, at 613.258.6832 or Elisabeth@ryanswell.ca for more information.

WHAT'S NEW AT VETERANS AFFAIRS CANADA

Veterans Affairs Canada (VAC) offers educators a wide selection of free, bilingual learning resources about Remembrance and our country's military history. Teachers can request high-quality printed versions of many of our materials at no charge using our on-line ordering system or instantly access electronic versions in your library using the www.vac-acc.gc.ca/remembers/ web site.

New VAC Web Features

VAC has launched new Web features over the past year on various topics such as:

- www.vac-acc.gc.ca/remembers/sub.cfm?source=history/aboriginalLand of the Morning Calm - Canadians in Korea;
- Black Canadians in Uniform;
- 95th Anniversary of the Battles of the Somme and Beaumont-Hamel;
- 65th Anniversary of Canadians in Southeast Asia;
- the Sicilian Campaign (an interactive SmartBoard presentation)

... and much more. Check out the **anniversaries and features** section!

Veterans' Week Materials

VAC has distributed millions of copies of our two Veterans' Week youth newspapers to schools across Canada over the years. These bilingual colour newspapers come in class sets of 30, ideal for use in a classroom or library.

Tales of Animals in War (ages 5 to 11) – introduces concepts of remembrance using the Remembrance Clubhouse animal characters. This year, they visit the Peace Tower in Ottawa and learn about the many ways animals have helped men and women in uniform over the years.

The *Canada Remembers Times* (ages 12 to 18) – explores interesting chapters from Canada's military heritage, from the South African War to today, including stories about the Battles of the Somme and Beaumont-Hamel, Canada's engagement in Afghanistan, and much more.

Postcards for Peace – a popular learning activity that allows youth to send postcards expressing their personal thanks to Veterans and Canadian Forces members.

Bookmarks – ideal for use in a school library where students can receive them and make Remembrance visible every time they open their books.

An accompanying *on-line educator's guide* and colourful *Veterans' Week posters* are also available. Order our materials through our on-line Veterans' Week ordering system **by October 14** to ensure timely delivery.

Multimedia Learning Kits

VAC has changed the design of its multimedia learning kits on Canada's participation in the First and Second World Wars. The two learning kits are now available on a single data disc, which is packaged in an attractive DVD case, for convenience of storage and use. This new product includes additional content such as historical publications and videos.

New Learning Modules

Two new online learning modules devoted to the *Battles of the Somme and Beaumont Hamel* and *The Defence of Hong Kong* are now available. They contain multiple learning as well as historical and information handouts. Keep an eye out for these and other new initiatives by visiting the "Teachers Resources" section of the Veterans Affairs Canada Web site.

New Historical Sheets

We have also created several new historical sheets, ranging from Newfoundlanders' experiences during the First World War's Gallipoli Campaign to how Canadian Forces members have helped the people of Cambodia in more recent years. Browse our more than 40 historical sheets and learn more about our country's military heritage.https://crorders-commandescss.vac-acc.gc.ca/order.php?m=item_list&c=Public Information Sheets&lang=enhttp://www.xyz.ca

COSS WORKSHOP: BARBARA COLOROSO LECTURES
October 7, 2011
COSS proudly presents international bestselling author and speaker Barbara Coloroso. She will be presenting two lectures: "Just Because It's Not Wrong Doesn't Make It Right: Teaching Students to Think and Act Ethically" and "The Bully, the Bullied, and the Bystander." Workshop information has been posted on the NLTA website (www.nlta.nl.ca) under "PD Opportunities". For more information contact Keith Adey (709) 489-6481 or keithadey@nf.sympatico.ca.

4TH INTERNATIONAL SENSORY CONFERENCE: COME TO YOUR SENSES
October 19-23, 2011
Toronto, ON. Full Day Pre-Conference Workshops (October 19) – Ideal for teachers. Choose one full day workshop, including lunch, for only $100. Workshop #1: *Sensory Detective in the Classroom* – Kim Barthel; Workshop #2: *Well I Never!!! (But maybe, after all, you will): Sexuality and Disabilty* – David Hingsburger; Workshop #3: *Come and SEE! A workshop focusing on vision* – Paula Aquilla. For a complete list of conference speakers and topics or to register visit the conference website at www.cometoyoursensesconference.com.

CURRICULUM 21: BOLD MOVES FOR THE TRANSITION
October 20, 2011
St. John's Convention Centre. Presented by the Atlantic Canada Connected Community (ACCC) and the Newfoundland and Labrador Teachers' Association. What do we cut, keep, or create in order to provide our students the best foundation for success in the 21st Century? Join internationally renowned author, consultant and presenter, Dr. Heidi Hayes Jacobs, as she addresses these questions and more. Registration: $125 per person. Eastern School District personnel may register online using the ESD PD calendar. All others, email cwhiteaccc@gmail.com to reserve a seat. registration is not confirmed until fee is paid.

NL COUNSELLORS' AND PSYCHOLOGISTS' ASSOCIATION CONFERENCE & AGM
October 26-28, 2011
Capital Hotel, St. John's. Theme: *Taking Care of You & Me.* Featuring Danie Beaulieu, Barbara Maddigan, Gerry Dooley, Amy House, Carl George, and Judy Beranger. For further information contact: Peggy Hann, NLCPA President, peggyhann@esdnl.ca.

TECHNOLOGY EDUCATION SIC (TESIC) BIENNIAL GENERAL MEETING AND CONFERENCE
November 9-10, 2011
Battery Hotel, St. John's. Theme: *21st Century Learning – Are We There Yet?* Keynote: Dr Steven Van Zoost. Special Guest: Mario Chiasson. For further information contact TESIC President Thomas Sheppard at thomassheppard@esdnl.ca or Tel: 709-834-9847; Fax: 709-834-6069.

COSS WORKSHOP: ATTENTION DIFFERENCE DISORDER: HELPING KIDS AND TEENS WITH ADD/ADHD FROM A STRENGTH BASED PERSPECTIVE
May 18, 2012
Holiday Inn, St. John's. Speaker: Dr. Kenny Handelman, MD – child, adolescent and adult psychiatrist specializing in assessing and treating ADHD. For information contact Keith Adey, keithadey@nf.sympatico.ca, Tel: 709-489-6481; Fax: 709-489-5001.

NOTICE

Due to the temporary closure of Printing Services as a result of ongoing renovations, abatement and repair work, some printed items may be delayed reaching schools this Fall.

If you have any questions or require assistance on any matter, please get in touch: mail@nlta.nl.ca, 726.3223, 1-800-563-3599,

Most items are available at www.nlta.nl.ca

Thank you for your patience and support.

Important Notice for New Teachers

New Teacher Kits

If you HAVE NOT yet received your NLTA New Teacher Kit, please contact:

Susan Cardoulis

Newfoundland & Labrador Teachers' Association

3 Kenmount Road, St. John's, NL A1B 1W1

Tel: 726-3223, ext. 245 or 1-800-563-3599 (toll free)

Dates to Remember

October 2011
Oct 14-15 School Rep Seminar, Plum Point
Oct 20 **Deadline:** PD Fund applications
Oct 20-21 Pre-Retirement Seminar, Stephenville
Oct 21-22 School Rep Seminar, Clarenville
Oct 27-28 Pre-Retirement Seminar, Grand Falls-Windsor
Oct 28-29 School Rep Seminar, Deer Lake

November 2011
Nov 7 **Deadline:** Project Overseas Applications
Nov 17 **Deadline:** PD Fund applications
Nov 17-18 Pre-Retirement Seminar, Corner Brook
Nov 24 NLTA Executive Meeting
Nov 24-25 Pre-Retirement Seminar, St. John's
Nov 25-26 Joint Council Meeting

December 2011
Dec 1-2 Pre-Retirement Seminar, St. John's
Dec 8-9 Pre-Retirement Seminar, St. John's
Dec 15 **Deadline:** PD Fund applications